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ABSTRACT

This study was undertaken to investigate the relative importance of childhood experiences in determining adult reading and public library use. Data were gathered via a nationally representative telephone interview conducted by the Survey Research Center of the University of Michigan. The interview contained 25 questions relating to current reading habits, library use during the previous year, and childhood experiences related to reading and library use for the respondent and the respondent's parents. In addition, demographic data were obtained from the respondents. Based on usable responses obtained from 342 persons (95% of the persons interviewed), it was determined that heavy library users and readers were not unlike those characterized by earlier studies. A substantial number of childhood variables did prove to have statistical relationships with reading and library use. The results clearly indicated the importance of social learning and parents as primary agents in the development of reading and library habits. Childhood factors were in general more powerful predictors of both reading and library use than demographic factors. A list of 22 related references and 11 tables of survey results are included in the report. (Author/ESR)

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ADULT PUBLIC LIBRARY USE AND READING AS INFLUENCED BY CHILDHOOD SOCIALIZATION FACTORS

By Ronald R. Powell, Margaret T. Taylor, and David L. McMillen

IR050279

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ABSTRACT

This study was undertaken to investigate the relationship between certain childhood experiences and adult use of the public library and adult reading. Data were gathered via a nationally representative interview conducted by the Survey Research Center of The University of Michigan. The interview contained twenty-five questions relating to current reading habits, library use during the previous year, and childhood experiences related to reading and library use for the respondent and the respondent's parents. In addition, demographic data were obtained for the respondents. Based on usable responses obtained from 342 persons (95% of the persons interviewed), it was determined that heavy library users and readers were not unlike those characterized by earlier studies. A substantial number of childhood variables did prove to have statistical relationships with reading and library use. The results clearly indicated the importance of social learning and parents as primary agents in the development of reading and library habits.

Introduction

Research to determine those factors which predict adult reading and library use has focused, to date, primarily on demographic variables and, to a lesser extent, on some sociological and psychological behaviors which exist in the user or non-user as an adult. However, the area of social learning theory has produced a vast amount of research regarding the general importance of childhood socialization in determining adult attitudes, values, and behaviors as well as personality characteristics. Therefore, a study was undertaken to examine the relative importance of childhood experiences in determining adult reading and library use. A telephone survey, conducted by the Survey Research Center of The University of Michigan and based on a national sample of adults, was used to collect data on present reading and library use behaviors, present demographic variables, and certain childhood experiences which might be related to reading and library use.

Background

Over the years, many research studies have attempted to determine the factors which influence library use, specifically to determine the characteristics of library users as opposed to non-users. A few of these studies have been based on national samples or state-wide samples; most have been based on individual city, community, or library systems. Typically, these studies have provided information on the basic demographic characteristics for users and non-users of age, sex, education, and--varying somewhat from study to study-- income, occupation, race, residence, marital status, and family size. Some of the studies have

focused additionally on such sociological characteristics as reading behavior, use of other media, social and community participation or involvement, political opinions and behavior, and participation in or attitudes toward adult education activities. Again, the characteristics investigated vary greatly from study to study. Some of the studies have also investigated such library-related characteristics as use of other (than public) libraries, knowledge of and satisfaction with specific public library services, and attitudes toward public library services. Rarely have these studies investigated psychological or personality characteristics which might relate to library use, nor have they examined experiences, attitudes, or behavior from the user/non-user's past which might relate to present library use. With minor variations and allowing for difficulties in comparing studies with differing methodologies, the data from these studies have provided us with a consistent picture of public library users and non-users. The value of all of these studies then is not so much that they have given us new information as that they have continued over the years to confirm what we already know and to inform us that the situation has not changed substantially.

Four major studies of public library use, based on national samples, stand out from the past 40 years: the Campbell and Metzger study done in 1948 for the Public Library Inquiry by the Survey Research Center of The University of Michigan [1]; the study done by Mendelsohn and Wingerd in 1967 for the National Advisory Commission on Libraries [2]; the study done by The Gallup Organization in 1976 for the American Library Association and the Chief Officers of State Library Associations

[3]; and the study done in 1978, also by The Gallup Organization, for the American Library Association in conjunction with the White House Conference on Libraries [4]. In addition, in 1978 a major study on reading and book purchasing was done by Yankelovitch, Skelly and White, Inc., for the Book Industry Study Group [5]. Three other comparatively recent studies are also important examples to consider because, while not based upon national samples, they do focus on a broader range of characteristics, attitudes, and behaviors (what their authors have chosen to refer to as "life styles") and their results have been disseminated widely to the profession through publication in Library Journal and American Libraries. These three studies are: Carpenter's, of North Carolina residents, based on data collected in 1971 by the Institute for Research in Social Sciences at the University of North Carolina [6]; Madden's, based on data collected in 1973 by the Leo Burnett Advertising Agency (though nation-wide data were collected, only those for suburban dwellers were analyzed by Madden) [7]; and Bolton's, of residents of the Columbus, Ohio, metropolitan area, based on data collected in 1979 [8].

Finally, from the many use/user studies which have been done, a few select studies should be noted because they make use of multivariate analysis techniques for looking at the effects of the variables: Rees and Paisley's study of information seeking and media use in Fresno, California, in 1965 [9]; Kronus' study of patterns of adult library use in Illinois, in 1968 [10]; Zweizig's dissertation on factors predicting library use in Syracuse, New York, in 1972 [11]; and D'Elia's study of public library user behavior in Syracuse in the late 1970's [12].

In addition to the studies themselves, there have been reviews of the studies. The classic among these is The Library's Public [13], again done for the Public Library Inquiry, in which Berelson reviewed and synthesized many of the studies of public library use and reading existing through 1948. A more recent survey and analysis, built upon Berelson's work, is that of Zweizig and Dervin in 1977 [14]. The Berelson review includes data from the Campbell and Metzger study. The Zweizig and Dervin review includes--among others--data from the Berelson review and from the Mendelsohn and Wingard, and 1976 Gallup studies, as well as the Rees and Paisley, Kronus, and Zweizig multivariate analysis studies. A third review to be noted, that by Harris and Sodt in 1981 [15], adds the 1978 Gallup study and the Yankelovitch study to the work done by Zweizig and Dervin. Since these thorough reviews do exist for reference, it seems reasonable to comment only briefly upon the generalizations which can be and have been made based on the findings. However, one comment should be made at this point regarding the methodological approaches of these studies. Two approaches have been identified by Zweizig and Dervin [14, p. 234-5]: the variable-by-variable approach which looks at characteristics independently of each other, and the composite-characteristics approach which--using multivariate data analysis techniques--looks at all the characteristics or variables as they interrelate. The composite-characteristic or multivariate approach allows the predictor variables to be ordered in relative importance and an additive model to be built. The advantages of this approach are discussed in Zweizig and Dervin [14], and in D'Elia [12]. Most of the studies of library use to date have not been

of the composite-characteristic type; a few of those which were have been noted above. The study to be reported upon here does make use of multivariate techniques.

In general, the results of these studies have shown that education is positively related to library use--the more education, the more use. Age is also clearly related to library use, with younger people most likely to be users (although this could be primarily an effect of education). The effect of sex is less clear; the 1978 Gallup study showed heavier users more likely to be male, but earlier studies have given females the edge. Higher socioeconomic status (as determined by income and occupation) is generally shown to be positively related to library use, but since socioeconomic status is also strongly related to education, its exact effect is not clear. Residence may cover such factors as how close one lives to a library (distance from library has a negative effect upon use), the size of the city in which one lives (the larger the city, the greater the use), urban vs. rural environments (the more urban, the greater the use, although the greater use in cities and urban environments may come about simply because these areas have more libraries), or region of the country (the 1978 Gallup study showed residents of the East to be more likely to be heavy users). Race by itself has not been shown to be related to library use; most studies have not attempted to look at the effect of race when controlling for education or other socioeconomic variables. Nor does marital status or family size seem to be related to library use, although the 1978 Gallup study showed that the presence of young children in the home had a positive effect on library use.[1]

Reading behavior and use of other media also correlate with library use. Library users are likely to be book readers, although readers are not necessarily also library users, and both book readers and library users are likely to be users of other media such as magazines, newspapers, television, radio, recordings, etc. Both library users and book readers have also been shown to be active people, involved in community and/or social activities, and often in community or social or political leadership roles.[2]

Also correlating with library use, as might be expected, is the general role which print media and the awareness of and satisfaction with adult educational institutions (of which the public library is one) play in one's life. Knowledge of library services, satisfaction with library services, use of libraries other than the public library, positive attitudes toward adult education, and use of print media as sources of information are all positively related to library use. As stated earlier, few studies have looked at psychological or personality factors; but two factors which might be noted here are achievement motivation and open-mindedness, both appearing to be related to greater library use.[3]

Since the relative importance of these factors in predicting library use is measured against library use itself, the amount of and the ways of measuring that use should be noted. Unfortunately, the various studies have measured and interpreted "use" in varying ways, and are not, therefore, fully comparable. Zweizig and Dervin, in their review article, state that "A public library administrator could be quite confident in concluding that, on the average, 20 percent of the

adults use the public library once a month," and note that Berelson in his review in 1949 estimated that 10 percent of general population adults used the public library at least once a month. Zweizig and Dervin cite figures showing that prior to 1977 about 40-60 percent (depending upon the study) of general population adults used the public library at least once a year [14, p. 235-56]. The 1978 Gallup study reported that 50 percent of all respondents visited the public library at least once in the past year, and 18 percent of all respondents visited the public library "about once a month" (that is, 11 or more times during the year) [4, p. 22].

Although studies do show that public library use tends to drop off with age, and particularly at the school-leaving age, no studies were found which attempted to relate past or childhood experiences in reading or library use to adult library use. The Campbell and Metzger study in 1948 did ask respondents if there were ever a time when they used the library more than at present, and why it was or how it happened that they did not now use the library as much [1, p. 22-23], but the answers to these questions were not discussed in relation to present library use nor to any of the other factors predicting use. Studies have been done on the use of libraries by children, and on the place of the library in the child's life. As an example, a recent publication on a major "study of children's lives outside school" [16] (interviews with 11- and 12-year old children and their parents, in Oakland, California) reports children's responses when asked about going places in the community. Of the activities specifically surveyed--going to a restaurant, movies, park, church, and library--all were done by a

majority of children, but going to the library was the least frequently done. Only six percent of the children surveyed reported that they usually went to the library with their parents. This study also examined what children did "on their own," and one of the specific activities surveyed was reading. The study reported:

> With reading there was a different pattern. We had expected that parental involvement in children's educational development outside school might encourage reading for fun.... Indeed, among all ethnic groups, except Asians, parents helping children with schoolwork was directly associated with informal reading.... There were some important ethnic differences however. For instance, although more black children than white said that they rarely read for fun, among black children whose parents helped them with their schoolwork the proportion who said they read for fun was significantly reduced (to a level about equal to that of other groups). If we look at the proportion of children who did read regularly for fun, by contrast, parental encouragement, while still a factor, did not reduce the ethnic disparity. This suggests that parental influences may have had a minimal threshold effect, but they did not by themselves intensely motivate children when they were on their own [16, p. 91-92].

Landy reported in 1977 upon research done on readers and non-readers among seventh grade students in Regina, Canada; questionnaires, psychological tests, and in-depth interviews were used to gather data,

and multivariate techniques were used in analyzing the data. Schools with the most readers and the most non-readers were visited, and Landy reports that "Surprisingly, the school library did not make the difference; rather, it seemed to be the encouragement and enthusiasm that certain teachers had communicated to their students" [17, p. 387].

Both of these studies reported only on the child's behavior, however; no studies on library use could be found which looked at the relative importance of childhood experiences in determining later adult reading and library use. Research from the area of social learning, while not dealing specifically with library use and reading, is concerned with the general importance of childhood socialization in determing adult attitudes, values, behaviors [18]. Social learning theory predicts that many of our attitudes and behaviors will be shaped and influenced by the models we are exposed to and the actions we commit which are rewarded. Sometimes the rewards are explicitly stated in terms of contingencies, e.g. "If you do _____, I will let you _____." More often, however, the rewards come in the form of approval, attention, and affection. Parents are particularly important sources of reward to the young child because of the control they have and the child's desire to be liked and to please the parents.

Areas such as aggression, pro-social behavior, achievement, and conformity have been studied extensively. The general findings are quite clear. Persons who, as adults, are aggressive, altruistic, achieving, or conforming usually develop these attitudes and behaviors as a result of learning experiences during childhood. There are several reasons for this; the major ones being 1) the relative ease

of learning attitudes and behaviors when there are no pre-existing attitudes or behaviors to compete, and 2) the substantial control that parents have during this period regarding what the child is exposed to and rewarded for. In addition, there appears to exist in most children a general curiosity and eagerness to experience and learn. Unfortunately this curiosity and eagerness is sometimes suppressed by parents and teachers so that as an adult the individual is less interested in learning.

According to Albert Bandura [19] and numerous others, observational learning and instrumental learning are particularly important in the socialization of the child. Observational learning refers to situations where the child acquires an attitude, value, or behavior by seeing it exhibited in a model. Usually, for the young child the parent is the model, although television characters and teachers frequently serve as models. Early theorists (e.g. Miller and Dollard [20]) believed that for the child to learn from the model, he must observe the model being rewarded for his behavior. For example, for a child to learn an aggressive behavior such as taking a toy from another child, he must see the model being rewarded for such an action. However, Bandura [21] has demonstrated that observation of reward is not essential for the child to learn.

Instrumental learning does, of course, rely on reward. Parents and others shape the child's attitudes and behaviors by rewarding the child with attention and affection for acting the way they desire the child to act. Both instrumental and observational learning are potentially applicable to developing reading and library habits in children.

A reasonable hypothesis is that children who are taken to the library by their parents and who observe their parents reading and using the library are likely to become adults who read and use the library a substantial amount. In addition, children who receive attention, affection, and other kinds of rewards from parents, teachers, and others for reading and going to the library should be avid readers and library users as adults. At least such a prediction follows from social learning theory.

The time at which such influences occur is likely to be of great importance. Pre-school and grade school years should be of most import. As previously indicated, this is the period when humans are most open to acquiring values and attitudes. We are influenced by the rewards supplied by our parents and others; also, we tend to identify with significant adult models. This identification causes us to want to be like and behave like those with whom we identify. Identification is particularly important because it means the child will try to emulate those he identifies with even if the person identified with is not present to observe or reward the child. Rather, the child finds it rewarding to be like and act like the model. As we become older we tend to identify with several different persons and groups; however, in early childhood the tendency is to identify predominately with our parents. Therefore, what we see in our parents determines a great deal of our behavior as children and later as adults. How they behave is, in a very real sense, more important than how they tell us to behave.

Applying this social learning model to reading and library use leads to a prediction that the adult who reads frequently and uses the library frequently probably began using the library regularly when in kindergarten or grades one through six, probably was taken to the library regularly by one or both parents or some other adult, and probably had parents who read frequently at home.

Development of the Study

In order to collect adequate data regarding possible relationships between childhood experiences and public library use and reading, it was decided that it would be necessary to conduct a survey. Toward that end, a grant was applied for and received from the Office of the Vice President for Research of The University of Michigan. This grant was provided for the purpose of financing data collection and analysis costs associated with the proposed survey.

It was decided to contract with the Survey Research Center (SRC) of The University of Michigan for the collection of data via its monthly telephone interview. This strategy offered several benefits: it allowed the researchers to take advantage of shared field expenses; it reduced the amount of time that was needed for developing new survey materials, sampling, and data collection procedures; and it eliminated time required for questionnaire and code development for standard demographic items. In addition, Survey Research Center surveys are usually characterized by prompt turnaround--within forty-eight hours of the close of data collection a fully documented computer data file is available for analytic use.

Design of the Interview Schedule

An interview schedule was then developed to collect data relevant to the question of the relationship between childhood experiences and subsequent adult use of the public library and reading habits. In selecting specific questions, the researchers kept in mind the desirability of being able to make some comparisons between the findings of this study and those of previous studies on library use and reading patterns.

Prior to the actual survey, which was conducted in the summer of 1980, the interview schedule was pretested twice by the staff of the Survey Research Center. Debriefings involving the research team, the interviewers, and a SRC supervisor were held following each pretest. The pretests facilitated redesigning problem questions and determining the amount of time necessary for asking the questions, which was the basis for the cost of the survey.

The final version of the schedule contained twenty-five questions requiring approximately three minutes of interview time per respondent. As was indicated earlier, it was incorporated with a larger survey conducted by the Survey Research Center. This survey, which was its monthly "Survey of Consumer Attitudes", contained questions about personal finances, employment, price changes, the national business situation, etc. In addition, demographic data were obtained on income, age, sex, race, education, and occupation, among others. The library use researchers, as is true for all researchers utilizing the "Survey of Consumer Attitudes", had access to all of the data collected in the survey.

Conduct of the Study

The Survey Research Center conducts an ongoing nationally representative survey based on approximately 700 telephone interviews per month with adult men and women living in households in the coterminous United States (48 states and the District of Columbia). For each monthly sample an independent drawing of telephone numbers is made, utilizing electronic, random generation of numbers. The respondents chosen in the drawing are reinterviewed six months later. A rotating panel design results, and the total sample for any one survey is normally made up of 55% new respondents and 45% of the respondents being interviewed for the second time. The library use study, however, was limited to the new respondents (a random sample of 361 persons) in order to minimize costs and yet maximize the number of questions that could be asked. Usable responses were obtained from 342 persons, or 95% of the total sample.

After the interviews were completed, the data were coded, cleaned, and established as a computer file in the Michigan Terminal System (MTS). The data then were analyzed statistically utilizing OSIRIS IV, a Statistical Analysis and Data Management Software System. In addition to the routine generation of univariate and bivariate frequencies, OSIRIS computer programs for chi-square and multiple classification analysis (multiple regression using categorical predictors) were employed. The findings resulting from this analysis follow.

Findings of the Study

Profiles of the Respondents

The study respondents, all of whom were eighteen years or older, were distributed on most demographic variables about as expected. Categorical divisions for the demographic variables considered most likely to have some influence on library use and reading habits follow:

Income	Percent of Respondents
0 - 4,999	9.4%
5,000 - 9,999	16.5
10,000 - 14,999	15.5
15,000 - 19,999	15.9
20,000 - 24,999	17.5
25,000 and over	25.2

Marital Status	Percent of Respondents
Married	58.1%
Separated	3.2
Divorced	12.3
Widowed	10.0
Never Married	16.4

Political Orientation	Percent of Respondents
Liberal	27.2%
Moderate	7.5
Conservative	66.3

Employment Status	Percent of Respondents
Worker only-20 hrs. or more/week	57.9%
Worker only-less than 20 hrs./week	2.0
Retired or disabled/not working	14.9
Worker-20 hrs. or more/week; student part-time	1.5
Worker-20 hrs. or more/week; housewife/other	0.9

Occupation	Percent of Respondents
Professional and technical workers (doctors, teachers, librarians, chemists, accountants, etc.)	14.1%
Managers, officials, proprietors	13.3
Clerical workers	18.0
Sales workers	3.6
Craftsmen, foremen, etc.	8.9
Operatives(equip. operators, etc.)	12.5
Unskilled laborers	3.0
Service workers (barbers, waiters, etc.)	7.7
Farmers	1.2
Housewives	12.7
Students	3.8

Years of Schooling	Percent of Respondents
8 grades or less	9.6%
9-11 grades	11.6
High school diploma	37.6
Some college	22.7
2-year degree	2.4
4-year degree	16.1

Age	Percent of Respondents
18-24	16.9%
25-34	28.4
35-44	16.9
45-54	11.8
55-64	9.5
65 and over	16.6

Race	Percent of Respondents
White	86.1%
Black	10.3
Hispanic	2.4
Native American	0.3
Asian	0.9

Sex	Percent of Respondents
Male	40.1%
Female	59.9

Living Environment	Percent of Respondents
City or town	59.9%
Suburban area	23.1
Rural area	16.9

Number of Persons in household less than 18 yrs. of age	Percent of Respondents
0	62.6%
1	14.3
2	13.2
3	5.8
4	3.2
5	0.9

As stated, data on reading habits were collected as well. Breakdowns follow.

Frequency of book reading	Percent of Respondents
Often	47.1%
Sometimes	20.5
Not very often	32.5

Major sources of books[4]	Percent of Respondents
Libraries	31.6%
Stores	44.2
Clubs	12.9
Family and friends	38.1

Frequency of magazine reading	Percent of Respondents
Often	44.6%
Sometimes	28.7
Not very often	26.7

In addition, several questions were asked in order to gather information regarding respondent's use of libraries; the types of libraries used, if any; the frequency of library use; and proportionate use of library books and magazines. These questions produced the following statistics:

Visit any public library during past 12 months	Percent of Respondents
yes	48.2%
no	51.8

Number of visits, if any, to a public library during the last 12 months	Percent of Respondents
1-5 visits	40.9%
6-10	15.9
11-15	43.3

Visit any other type of library during past 12 months? (asked only of those who had not visited a public library)	Percent of Respondents
yes	16.4%
no	83.6

Types of library use during past 12 months	Percent of Respondents
read books	36.0%
read magazines	27.5
borrowed books	81.5
borrowed magazines	7.9

As can be seen, the library use questions were restricted to the preceding twelve months. It also can be seen that library use was not restricted to public libraries. In fact, the third library use variable indicates the respondents' relative use of any type of library, other than public, during the past year.

And finally, in order to explore the relationships between childhood factors and adult public library use and reading habits, ten questions which asked the respondents about certain childhood experiences were included. The questions and summaries of the responses follow:

Were there public or school libraries in the community where you grew up?	Percent of Respondents
yes	88.0%
no	12.0

When you were in grade school, was it easy or difficult for you to get to a library?	Percent of Respondents
easy	72.6%
difficult	24.7
somewhere in between	2.7

Other than for schoolwork, how often did you read while you were a child?	Percent of Respondents
often	48.5%
sometimes	22.1
not very often	29.4

Did your parents encourage you to read when you were a child; did they discourage you from reading?	Percent of Respondents
encouraged	68.6%
discouraged	4.7
neither	26.7

How often did your father read at home while you were growing up?	Percent of Respondents
often	37.9%
sometimes	21.0
not very often	41.1

How often did your mother read at home while you were growing up?	Percent of Respondents
often	42.8%
sometimes	25.6
not very often	31.6

When you were growing up, was there a period when you used a public or school library about 10 or more times a year?	Percent of Respondents
yes	75.8%
no	24.2

When you first began visiting a public or school library, was it as a pre-schooler, while you were a grade school student, a junior high or high school student, or after high school?	Percent of Respondents
pre-school	10.5%
grade school	59.1
junior high or high school	28.8
since high school	1.6

When you first began visiting a public or school library, did you go with a parent, a brother or sister, a teacher, a friend, by yourself, or whom?	Percent of Respondents
self	34.9%
parent	13.6
brother or sister	7.5
teacher	16.9
friend	21.1
"other"	6.0

Did that person use a library frequently?	Percent of Respondents
yes	77.4%
no	22.6

As was indicated earlier, a large amount of demographic information was collected by SRC as a routine procedure. Demographic type variables included everything from such standard items as age and race to less commonly measured variables such as political party affiliation.

For purposes of this study, seventeen demographic type variables were identified as potentially having some relationship with reading habits and library use. The eleven demographic variables that were expected to be the most meaningful were categorized earlier. The remaining demographic variables included in the statistical analysis were:

1. the respondent's perception of his or her financial status in comparison to the preceding year,
2. political party affiliation,
3. whether the respondent's income had kept up with price increases,
4. the size of the town where the respondent is currently residing,
5. labor union affiliation, and
6. geographical region in which the respondent is living.

As was noted above, the possible existence of relationships between variables was analyzed using chi square tests and multiple classification analysis. Chi square (X^2) has been used extensively in library related research and probably needs no explanation here. As is typically the case, chi square was employed because many of the variables measured in this study represented nominal level data. In that chi square merely indicates whether a relationship exists between two variables, a test

known as Cramer's V was employed in order to measure the strength or degree of any relationships.

A technique known as multiple classification analysis (MCA) was utilized in order to analyze further the relationships between the independent and dependent variables. "Multiple Classification Analysis is a technique for examining the interrelationships between several predictor variables and a dependent variable within the context of an additive model" [22, p. 1]. It was used in this study instead of multiple regression analysis, because the MCA technique can handle predictors with no better than nominal measurement and a dependent variable which is either interval scaled or dichotomus.

Using MCA permitted the determination of the combined effect of several predictor or independent variables on a dependent variable as well as the relative importance of the predictor variables. MCA also showed how each predictor related to the independent variable both before and after adjusting for the effects of other predictors.

Reading as a Dependent Variable

While data were collected on several reading variables, the statistical analysis focused on two--book reading frequency and magazine reading frequency. Looking first at the frequency of book reading, it was found that five demographic variables had statistically significant relationships with the dependent variable (i.e., chi square values significant at the .05 probability level or better). The significant demographic predictors, ranked in order of the size of their Cramer's V, are as follows:

1. sex ($X^2 = 19.33$, $p < .001$, $V = .24$)
2. political orientation ($X^2 = 28.78$, $p < .001$, $V = .21$)

3. education (X^2 = 30.13, $p < .001$, V = .21)
4. occupation (X^2 = 15.01, $p < .02$, V = .16)
5. marital status (X^2 = 13.29, $p < .04$, V = .14)

Based on broad occupational categories, those persons most likely to read books frequently were professional and technical workers. They were followed, in decreasing order, by clerical and sales workers, managers, and operatives. With regard to the other factors, the most frequent book readers tended to be female, somewhat to very liberal politically, hold a bachelor's degree, and to be a widow or single person.

It should be noted that while the preceding demographic variables were all significantly related to frequency of book reading, when ranked with the childhood and library use variables, they tended to be relatively low in importance. In addition, they had rather weak Cramer's V's, ranging from a low of .14 to a high (out of a possible 1.00) of .24. However, most of the Cramer's V values in this study tended to be fairly low, as is often the case in social science research.

As for the frequency of reading magazines, it was found that eight demographic variables were significantly related. These variables were:

1. education (X^2 = 38.49, $p < .001$, V = .24)
2. age (X^2 = 31.74, $p < .001$, V = .22)
3. income (X^2 = 27.16, $p < .001$, V = .21)
4. political orientation (X^2 = 30.89, $p < .001$, V = .21)
5. occupation (X^2 = 21.03, $p < .001$, V = .19)
6. employment status (X^2 = 9.33, $p < .01$, V = .17)

7. whether there are persons under 18 years of age in household ($X^2 = 8.60$, $p < .01$, $V = .16$)
8. respondent's perception of his or her financial status compared to preceding year ($X^2 = 9.50$, $p < .05$, $V = .12$)

Characterizing the occupations of frequent magazine readers, they too were most likely to be professional and technical workers, followed by clerical and sales workers, managers, and operatives. In addition, they were likely to be employed (as opposed to unemployed), have a bachelor's degree, have a family income of $25,000 or more, be 18 to 25 years of age, be politically moderate or liberal, not have persons under 18 in their household, and consider themselves to be better off financially than they were a year ago.

The bivariate relationships between these variables and magazine reading frequency produced Cramer's V's ranging from .12 to .24. In this case, the demographic variables seemed to be more important, when ranked with the childhood and library use variables, than they did with regard to book reading; i.e., they tended to be ranked higher within the listing of all predictor variables associated with the frequency of reading magazines.

Several variables representing relevant childhood experiences also were found to have significant relationships with reading level as indicated by chi square values. Again, considering book reading frequency first, seven childhood variables were statistically related; they were:

1. amount of reading respondent did as a child, exclusive of schoolwork ($X^2 = 54.89$, $p < .001$, $V = .28$)

2. person with whom respondent began visiting libraries ($X^2 = 32.15$, $p < .001$, $V = .22$)
3. age at which respondent began using public or school libraries ($X^2 = 31.10$, $p < .001$, $V = .21$)
4. whether respondent was a frequent (10 or more times in one year) library user as a child ($X^2 = 13.18$, $p < .001$, $V = .20$)
5. frequency of mother's reading ($X^2 = 17.28$, $p < .001$, $V = .16$)
6. frequency of father's reading ($X^2 = 10.17$, $p < .04$, $V = .13$)
7. availability of public or school libraries in respondent's childhood town ($X^2 = 6.09$, $p < .05$, $V = .13$)

Characterizing frequent book readers by these childhood variables, it appears that they also read books often as children, they most likely began using a public or school library during their preschool years, they were most often accompanied to the library by a parent, they were likely ever to have used a library more than ten times per year as a child, they tended to have a mother who read often (and/or a father to a slightly lesser degree), and not surprisingly, they were more likely to have had public or school libraries in their home towns than not.

The Cramer's V's for these childhood experience/book reading level relationships were comparable to those involving the preceding demographic variables. They ranged from .13 to .28.

As for magazine reading frequency, the statistically significant childhood variables were the same, except that the availability of libraries in the home town was not related. However, the variable most strongly associated with adult magazine reading was whether the respondent was a frequent library user as a child, while the frequency

of childhood reading was most strongly related to adult book reading.

The measures of the strength of the associations were again rather low, more so even than for the relationships between book reading and childhood factors. The highest Cramer's V was .24 and the lowest was .12.

As was indicated earlier, multiple classification analysis was employed in order to determine the combined effects of more than one independent variable. It enabled analysis of the effect of several demographic variables acting together, several childhood variables acting together, and combinations of the two types. In evaluating the results of the MCA, particular attention was paid to the values obtained for eta^2, which was essentially the correlation ratio between each independent and each dependent variable; beta, which indicated the relative importance of each predictor variable in terms of variance explained after adjusting for the effects of other predictors; and multiple r^2, or the multiple correlation coefficient, which indictated the proportion of variance in the dependent variable explained by several independent variables acting together.

Few eta^2 and beta values were found to be statistically significant. Only four variables produced values equal to or greater than .10, but the beta results did provide some interesting data regarding the relative importance of various predictors. In addition, the multiple r^2 analysis produced some useful information about the effects resulting from combining certain variables and categories of variables.

For example, returning to the respondents' frequency of reading books, it was found that among 19 demographic and childhood variables,

the four variables having the most influence were the respondents' childhood reading frequency, their sex, the person who accompanied them to the library as a child, and whether their mothers or fathers frequently read. (The directions which these relationships took were indicated earlier in the discussion of the bivariate relationships or chi square results.)

In terms of combined effect, 13 demographic variables (see Table 1) were able to explain 7.1 percent of the variation in book reading frequency, and six childhood variables, acting together, were able to explain 17.8 percent (see Table 2). So in this case, at least, childhood factors were more powerful predictors of adult book reading frequency than were demographic characteristics. Less than half as many childhood predictors accounted for more than twice as much of the variation in the dependent variable as did the demographic predictors. And in fact, when these demographic and childhood variables were combined, they were able to explain less of the total variation (16.9 percent) than were the childhood variables alone (see table 3). In other words, the demographic variables reduced the predictive ability of the childhood variables, or the childhood variables were more influential when the demographic variables were controlled.

Interestingly, the results of the multiple classification analysis for magazine reading frequency were quite different. According to the beta coefficients, the four variables having the most relative influence on magazine reading were age, political orientation, political party affiliation, and when the respondents first began using libraries. Chi-square analyses of these relationships were provided earlier, see

p. 24-25, with the exception of party affiliation. (The two party preferences most frequently checked by frequent magazine readers were moderate Republican and moderate Democrat.) None of these four variables are among the four having the most influence on book reading.

The same groupings of demographic and childhood variables as were used with book reading frequency, were regressed on frequency of reading magazines. It was found that the 13 demographic variables were able to explain 11.7 percent of the variation in magazine reading frequency. The six childhood variables, acting together, were able to explain only 6.2 percent. But in this case, the combined explanatory power, which was 13.7 percent, was greater than the explanatory power of either the demographic or childhood variables alone. In other words, the predictive ability of either group was enhanced by the addition of the other, but the combined or total predictive power was less here than it was for the same variables in relation to book reading frequency. Another interesting difference was that the relative importance of the demographic and childhood variables was reversed.

Public Library Use as a Dependent Variable

With regard to the statistical analysis reported here, two variables will be considered indicative of public library use. The first indicates whether the respondent did or did not use a public library during the preceding twelve months, and the second represents how often, if any, the respondent used a public library during that same period.

As was the case with reading frequency, demographic characteristics as independent variables will be considered first. Ten different characteristics were found to produce significant chi squares when related to whether the respondent had used a public library during the previous year (a yes/no response). They were, in order of importance:

1. education ($X^2 = 41.51$, $p < .001$, $V = .35$)
2. occupation ($X^2 = 19.67$, $p < .001$, $V = .27$)
3. political orientation ($X^2 = 22.94$, $p < .001$, $V = .26$)
4. age ($X^2 = 16.15$, $p < .01$, $V = .22$)
5. whether respondent lives in an urban, suburban, or rural setting ($X^2 = 12.35$, $p < .001$, $V = .19$)
6. whether respondent's income had kept up with price increases ($X^2 = 11.53$, $p < .001$, $V = .18$)
7. whether there are persons under 18 years of age in household ($X^2 = 11.62$, $p < .001$, $V = .18$)
8. population size of town where respondent is residing ($X^2 = 7.86$, $p < .05$, $V = .16$)
9. respondent's perception of his or her financial status compared to preceding year ($X^2 = 7.74$, $p < .02$, $V = .15$)
10. sex ($X^2 = 4.04$, $p < .04$, $V = .11$)

Based on these findings, the public library user was most likely to be, in order, a professional or technical worker, a clerical or sales worker, a manager, or an operative. In addition, he or she was likely to have earned a bachelor's degree, be somewhat liberal politically, and be between the ages of 18 and 24 or 35 and 44.

The public library user was more likely to live in a suburban than urban or rural setting, probably believed that his or her income had gone up more than prices during the past year, and was likely to have persons under eighteen living in his or her household. The respondent who had used a public library most likely lived in a city with more than 100,000 persons, was slightly more probable to believe that his/her family was better off financially than a year ago, and was more likely to be female than male.

The Cramer's V's for these relationships were relatively high and once again education headed the list. The values ranged from a high of .35 to a low of .11.

On the other hand, only seven demographic characteristics related statistically to the frequency of public library use. And while six of the seven were among those relating to any public library use, the ranking was considerably different. Also, the Cramer's V values were somewhat lower, ranging from a low of .16 to a high of .25.

The seven variables that did produce significant chi squares when associated with the frequency of public library use, again ranked in order of high to low, were:

1. employment status ($X^2 = 61.92$, $p < .03$, $V = .25$)
2. education ($X^2 = 45.80$, $p < .001$, $V = .21$)
3. whether there are persons under 18 years of age in household ($X^2 = 13.13$, $p < .001$, $V = .20$)
4. political orientation ($X^2 = 35.27$, $p < .01$, $V = .19$)
5. whether respondent's income had kept up with price increases ($X^2 = 21.82$, $p < .001$, $V = .18$)

6. occupation ($X^2 = 25.69$, $p < .001$, $V = .18$)
7. whether respondent lives in an urban, suburban, or rural setting ($X^2 = 16.95$, $p < .01$, $V = .16$)

In looking at these variables, it could be said that the respondent who was a heavy public library user, i.e., one who had used a library more than ten times during the past year, was most likely to be someone working twenty hours or more per week and holding a bachelor's degree. Rounding out the picture, the heavy public library users were likely to be somewhat liberal politically, to have persons under eighteen in their household (as was the case for any public library use), to believe that their income had kept up with inflation, to be professional or technical workers, and to live in an urban setting.

Several childhood variables also were found to be significantly related to the use of public libraries. Five childhood related variables were, based on chi squares, statistically related to any use of public libraries during the preceding year, and they were:

1. person with whom respondent began visiting libraries ($X^2 = 26.26$, $p < .001$, $V = .28$)
2. age at which respondent began using public or school libraries ($X^2 = 25.50$, $p < .001$, $V = .27$)
3. whether respondent was a frequent library user as a child ($X^2 = 19.57$, $p < .001$, $V = .24$)
4. amount of reading respondent did as a child, exclusive of schoolwork ($X^2 = 8.51$, $p < .01$, $V = .16$)
5. availability of public or school libraries in respondent's childhood town ($X^2 = 5.01$, $p < .03$, $V = .12$)

More specifically, it appeared that the respondent who had used a public library at least once during the preceding twelve months was most likely to have been accompanied by a parent when a child. In addition, he or she probably started using libraries while an elementary school student. It was probable that if a person had used a public library during the past year, he or she had at one time used a library at least 10 times per year when a child. It also was quite probable that the respondent who had used a public library had read often as a child and had had access as a child to a library in his or her home town. The Cramer's V's for these five variables ranged from .12 to .28.

Four of the same five variables also were significantly related to the respondent's frequency of public library use during the preceding year. The excluded variable represented the availability of public or school libraries in the respondent's childhood home town. The average of the Cramer's V values was about the same for both groups, but the highest value for the latter group was only .25 (the low was .19). Ranked in order of importance, the four variables were:

1. whether respondent was a frequent library user as a child ($X^2 = 20.29$, $p < .001$, $V = .25$)
2. amount of reading respondent did as a child, exclusive of schoolwork ($X^2 = 26.99$, $p < .001$, $V = .20$)
3. person with whom respondent began visiting libraries ($X^2 = 36.50$, $p < .001$, $V = .19$)
4. age at which respondent began using public or school libraries ($X^2 = 37.13$, $p < .001$, $V = .19$)

The respondent who had used a public library more than ten times during the preceding year could be characterized as one who had used a public or school library ten or more times during at least one year as a child, and one who was likely to have begun using libraries with a parent. He or she probably read often when a child and began using libraries while a preschooler.

With regard to this set of variables, it is interesting to note that frequent childhood use of libraries is more important to the frequency of adult use than it is to the mere existence or absence of use. In other words, people who were frequent users of libraries as children were likely to continue to be heavy library users.

As was the case with reading, the effects of groups of demographic and childhood variables on public library use also were analyzed. Looking first at any level of public library use, it was found that the same demographic variables (see Table 4) could explain 18.2 percent of the variation in the dependent variable and the same childhood variables (see Table 5) could account for 12.6 percent. Their combined predictive ability was a high 24.6 percent of variation (see Table 6).

According to the beta coefficients, the variables of the greatest relative importance were: (1) with whom respondent began using public or school libraries, (2) whether there were persons under 18 years of age in the household, and (3) the respondent's education. Again, the nature of these relationships was indicated in the preceding discussion of chi square results.

As was just noted, the two groups of variables, especially when combined, were able to account for a relatively large percentage of the variation in <u>any</u> library use. Their ability to predict variation

in the frequency of public library use was somewhat weaker but also fairly good. The thirteen demographic variables were able to explain 13.5 percent (see Table 7), the six childhood variables accounted for 14.4 percent (see Table 8), and together they could explain 21.0 percent of the variation in the dependent variable (see Table 9). Again the most influential variables were: (1) with whom the respondent began using libraries, (2) whether there were persons under eighteen living in the respondent's household, and (3) education.

While the possible effect of childhood reading on public library use was included in the analysis presented above, it might be of some value to consider the possible effect of adult reading habits on public library use. In that there were essentially only two variables representing frequency of adult reading, they were not treated using multiple classification analysis. However, chi squares were calculated for the relationships between frequency of book and magazine reading and public library use.

It was found that both the frequency of book reading and the frequency of magazine reading were significantly related to any use of a public library during the preceding twelve months. (The Cramer's V's were .29 and .16 respectively.) As would be expected, respondents who had read books and magazines often were likely to have used a public library at least once in the past year.

Both reading variables also were significantly related to the frequency of public library use and they produced comparable Cramer's V's--.26 and .14 respectively. But again, the frequency of magazine reading was less strongly related to library use than was the frequency of book reading.

Summary and Conclusions

In looking at the results of the data analysis, it can be seen that a substantial number of demographic and childhood variables proved to have statistical relationships with reading and library use. Not all of the independent variables available to the researchers were included in the analysis, but of the 32 that were, only five were not associated to some degree with the major dependent variables. Those five variables were: (1) race, (2) respondent's ease of library use as a child, (3) frequency of library use of the person who first took the respondent to a library, (4) the respondent's labor union affiliation status, and (5) the geographical region in which the respondent was presently residing. Tables 10 and 11 summarize some of the statistical relationships investigated in this study. Chi square values, probability levels, and Cramer's V's are presented for several relationships which proved to be significant, as well as for some that did not.

The results clearly indicate the importance of social learning and the parents as the primary agents in the development of reading and library habits. Childhood factors were in general more powerful predictors of both reading and library use than demographic factors. The two together account for approximately 25% of the variance in adult library use. Of particular importance are (1) whether the respondent read frequently as a child, (2) at what age the respondent began using the library, (3) degree to which the parents read, and (4) with whom the respondent started using the library.

As a means of understanding the role of childhood factors, it is instructive to take a closer look at the role the parents play in shaping the reading habits of their children. Of the total sample, 48% of the respondents said they had been to a public library in the last 12 months. However, of the respondents who began visiting the library with their parents, 80% had been to the public library in the last year. This difference of over 30 percentage points between the general sample and that portion who began visiting the library with their parents is a clear indicator of the important role parents can play in influencing their children's library use. They provide a model by taking the child to the library and by reading and using the library themselves. In addition, they reward the child with affection and approval. As time goes by the child begins to enjoy reading and using the library even when the parent is not present to reward or serve as a model. The behaviors and attitudes toward reading are internalized and the child and later the adult obtains satisfaction from reading. Reading and library use become independent of the conditions which originally produced them. They are an end in and of themselves. Therefore the individual will likely continue throughout life to read and to use the library.

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FOOTNOTES

[1]See the 1978 Gallup study [4] and Zweizig and Dervin [14].

[2]See Yankelovitch, Skelly and White [5], Zweizig and Dervin [14], and Berelson [13].

[3]See Rees and Paisley [9], Kronus [10], and Zweizig [11].

[4]Multiple responses were possible.

Table 1

Demographic Variables and Book Reading Frequency:

A Listing of Betas in Descending Order

Demographic Variable	Rank	Beta
Education	1	0.274
Sex	2	0.272
Income	3	0.124
Residential setting	4	0.120
Party affiliation	5	0.119
Occupation	6	0.109
Political Orientation	7	0.102
Town size	8	0.099
Marital status	9	0.084
Geographical region	10	0.074
Age	11	0.063
Race	12	0.052
Any children	13	0.050

Multiple R - Squared (adjusted) = 0.071

Table 2

Childhood Variables and Book Reading Frequency:

A Listing of Betas in Descending Order

Childhood Variable	Rank	Beta
Amount of reading	1	0.336
Escort to library	2	0.203
When library use began	3	0.148
Parents' reading frequency	4	0.131
Library availability	5	0.123
Parents' encouragement to read	6	0.092

Multiple R - Squared (adjusted) = 0.178

Table 3

Demographic and Childhood Variables and Book Reading Frequency:

A Listing of Betas in Descending Order

Variable	Rank	Beta
Amount of reading as a child	1	0.308
Sex	2	0.193
Escort to library	3	0.189
Parents' reading frequency	4	0.152
Income	5	0.144
When library use began	6	0.138
Education	7	0.137
Library availability	8	0.128
Occupation	9	0.122
Party affiliation	10	0.114
Age	11	0.107
Town size	12	0.105
Residential setting	13	0.102
Parents' encouragement to read	14	0.097
Marital status	15	0.069
Race	16	0.067
Political orientation	17	0.062
Geographical region	18	0.059
Any children	19	0.053

Multiple R - Squared (adjusted) = 0.169

Table 4

Demographic Variables and Any Public Library Use:

A Listing of Betas in Descending Order

Demographic Variable	Rank	Beta
Education	1	0.330
Any children	2	0.271
Political orientation	3	0.181
Residential setting	4	0.174
Age	5	0.141
Marital status	6	0.138
Party affiliation	7	0.134
Town size	8	0.128
Geographical region	9	0.112
Occupation	10	0.103
Income	11	0.080
Sex	12	0.067
Race	13	0.061

Multiple R - Squared (adjusted) = 0.182

Table 5

Childhood Variables and Any Public Library Use:

A Listing of Betas in Descending Order

Childhood Variable	Rank	Beta
Escort	1	0.286
When library use began	2	0.253
Parents' encouragement to read	3	0.175
Library availability	4	0.121
Parents' reading frequency	5	0.117
Amount of reading	6	0.102

Multiple R - Squared (adjusted) = 0.126

Table 6

Demographic and Childhood Variables and Any Public Library Use:

A Listing of Betas in Descending Order

Variable	Rank	Beta
Escort to library	1	0.304
Any children	2	0.299
Education	3	0.278
When library use began	4	0.182
Political orientation	5	0.182
Party affiliation	6	0.179
Residential setting	7	0.176
Age	8	0.159
Town size	9	0.136
Marital status	10	0.131
Parents' encouragement to read	11	0.130
Geographical region	12	0.116
Occupation	13	0.101
Library availability	14	0.099
Amount of reading as a child	15	0.094
Parents' reading frequency	16	0.087
Income	17	0.064
Race	18	0.040
Sex	19	0.002

Multiple R - Squared (adjusted) = 0.246

Table 7

Demographic Variables and Frequency of Public Library Use:

A Listing of Betas in Descending Order

Demographic Variable	Rank	Beta
Education	1	0.340
Any children	2	0.202
Political orientation	3	0.167
Residential setting	4	0.160
Age	5	0.145
Geographical region	6	0.121
Town size	7	0.120
Party affiliation	8	0.111
Sex	9	0.107
Occupation	10	0.105
Income	11	0.071
Marital status	12	0.061
Race	13	0.046

Multiple R - Squared (adjusted) = 0.135

Table 8

Childhood Variables and Frequency of Public Library Use:

A Listing of Betas in Descending Order

Childhood Variable	Rank	Beta
Escort to library	1	0.271
When library use began	2	0.212
Parents' encouragement to read	3	0.183
Amount of reading as a child	4	0.179
Library availability	5	0.128
Parents' reading frequency	6	0.126

Multiple R - Squared (adjusted) = 0.144

Table 9

Demographic and Childhood Variables and Frequency of Public Library Use: A Listing of Betas in Descending Order

Variable	Rank	Beta
Escort to library	1	0.310
Any children	2	0.258
Education	3	0.239
Political orientation	4	0.156
Age	5	0.155
Town size	6	0.150
Parent's encouragement to read	7	0.144
Residential setting	8	0.143
Parent's reading frequency	9	0.139
Party affiliation	10	0.139
When library use began	11	0.125
Geographical region	12	0.113
Amount of reading as a child	13	0.111
Occupation	14	0.110
Library availability	15	0.091
Income	16	0.073
Marital status	17	0.063
Race	18	0.035
Sex	19	0.001

Multiple R - Square (adjusted) = 0.210

Table 10

Relationships Between Predictor and Outcome Variables - Demographic Factors

Predictor Variables	Outcome Variables			
	Frequency of Reading Books	Frequency of Reading Magazines	Any Use of Library	Number of Visits to Library
Education	$X^2 = 30.13$	$X^2 = 38.49$	$X^2 = 41.5$	$X^2 = 45.80$
	$P < .001$	$P < .001$	$P < .001$	$P < .001$
	$V = .21$	$V = .24$	$V = .35$	$V = .21$
Occupation	$X^2 = 15.01$	$X^2 = 21.03$	$X^2 = 19.67$	$X^2 = 25.69$
	$P < .02$	$P < .001$	$P < .001$	$P < .001$
	$V = .16$	$V = .19$	$V = .27$	$V = .18$
Age	$X^2 = 12.51$	$X^2 = 31.74$	$X^2 = 16.15$	$X^2 = 23.05$
	$P < .25$	$P < .001$	$P < .01$	$P < .09$
	$V = .14$	$V = .27$	$V = .22$	$V = .15$
Sex	$X^2 = 19.33$	$X^2 = 0.19$	$X^2 = 4.04$	$X^2 = 5.55$
	$P < .001$	$P < .91$	$P < .04$	$P < .14$
	$V = .24$	$V = .02$	$V = .11$	$V = .13$
Race	$X^2 = 5.87$	$X^2 = 9.76$	$X^2 = 2.27$	$X^2 = 3.45$
	$P < .66$	$P < .28$	$P < .69$	$P < .99$
	$V = .09$	$V = .12$	$V = .08$	$V = .06$

Table 10 (continued)

Relationships Between Predictor and Outcome Variables - Demographic Factors

Predictor Variables	Outcome Variables			
	Frequency of Reading Books	Frequency of Reading Magazines	Any Use of Library	Number of Visits to Library
Political Orientation	$X^2 = 28.78$ $P < .001$ $V = .21$	$X^2 = 30.89$ $P < .001$ $V = .21$	$X^2 = 22.94$ $P < .001$ $V = .26$	$X^2 = 35.27$ $P < .01$ $V = .19$
Marital Status	$X^2 = 13.29$ $P < .04$ $V = .14$	$X^2 = 11.89$ $P < .06$ $V = .13$	$X^2 = 3.51$ $P < .32$ $V = .10$	$X^2 = 9.95$ $P < .36$ $V = .10$
Any Children	$X^2 = 1.54$ $P < .47$ $P = .07$	$X^2 = 8.60$ $P < .01$ $V = .16$	$X^2 = 11.62$ $P < .001$ $V = .18$	$S^2 = 13.13$ $P < .001$ $V = .20$
Residential Setting	$X^2 = 3.21$ $P < .53$ $V = .07$	$X^2 = 6.42$ $P < .17$ $V = .10$	$X^2 = 12.35$ $P < .001$ $V = .19$	$X^2 = 16.95$ $P < .01$ $V = .16$
Town Size	$X^2 = 4.00$ $P < .68$ $V = .08$	$X^2 = 0.74$ $P < .99$ $V = .03$	$X^2 = 7.86$ $P < .05$ $V = .16$	$X^2 = 9.84$ $P < .36$ $V = .10$

Table 11

Relationships Between Predictor and Outcome Variables - Childhood Factors

Predictor Variables	Outcome Variables			
	Frequency of Reading Books	Frequency of Reading Magazines	Any Use of Library	Number of Visits to Library
Amount of reading as a child	$X^2 = 54.89$ $P < .001$ $V = .28$	$X^2 = 15.67$ $P < .001$ $V = .15$	$X^2 = 8.51$ $P < .01$ $V = .16$	$X^2 = 26.99$ $P < .001$ $V = .20$
Parent's encouragement to read	$X^2 = 4.66$ $P < .32$ $V = .08$	$X^2 = 2.52$ $P < .65$ $V = .06$	$X^2 = 0.80$ $P < .68$ $V = .05$	$X^2 = 2.08$ $P < .91$ $V = .06$
Whom began library use with (escort)	$X^2 = 32.15$ $P < .001$ $V = .22$	$X^2 = 12.14$ $P < .28$ $V = .14$	$X^2 = 26.26$ $P < .001$ $V = .28$	$X^2 = 36.50$ $P < .001$ $V = .19$
Used library 10 times or more a year as a child	$X^2 = 13.18$ $P < .001$ $V = .20$	$X^2 = 19.12$ $P < .001$ $V = .24$	$X^2 = 19.57$ $P < .001$ $V = .24$	$X^2 = 20.29$ $P < .001$ $V = .25$

Table 11 (continued)

Relationships Between Predictor and Outcome Variables - Childhood Factors

Predictor Variables	Outcome Variables			
	Frequency of Reading Books	Frequency of Reading Magazines	Any Use of Library	Number of Visits to Library
When began using library	$X^2 = 31.10$ $P < .001$ $V = .21$	$X^2 = 28.75$ $P < .001$ $V = .21$	$X^2 = 25.50$ $P < .001$ $V = .27$	$X^2 = 37.13$ $P < .001$ $V = .19$
Mothers' Reading Frequency	$X^2 = 17.28$ $P < .001$ $V = .16$	$X^2 = 12.67$ $P < .01$ $V = .14$	$X^2 = 3.03$ $P < .22$ $V = .10$	$X^2 = 7.14$ $P < .31$ $V = .10$
Fathers' Reading Frequency	$X^2 = 10.17$ $P < .04$ $V = .13$	$X^2 = 9.26$ $P < .05$ $V = .12$	$X^2 = 4.86$ $P < .09$ $V = .12$	$X^2 = 8.20$ $P < .22$ $V = .11$
Availability of library	$X^2 = 6.09$ $P < .05$ $V = .13$	$X^2 = 5.19$ $P < .07$ $V = .12$	$X^2 = 5.01$ $P < .03$ $V = .12$	$X^2 = 5.72$ $P < .13$ $V = .13$